

## Human Resource Development and Service Delivery in Rivers State Ministry of Education, Nigeria

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### **Abstract**

*This paper examined human resource development and service delivery in Rivers State Ministry of Education, Nigeria. A correlational research design was adopted for the study. The population for this study comprised all the entire staff of Rivers State Ministry of Education. A sample of 150 respondents were drawn from the entire population using simple random sampling technique. The research instrument for this study is title: Human Resource Development Scale (HRDS) and Service Delivery Scale (SDS). The instruments items were designed and validated by the researcher. Cronbach Alpha reliability statistics was used to estimate the reliability of the two instruments. The reliability coefficients of Human Resource Development Scale and Service Delivery Scale are 0.88 and 0.82 respectively. The results of the study revealed that human resource development in the areas of training and mentoring has significant relationship with actualization of service delivery in Rivers State Ministry of Education. Based on these results, it was recommended that staff of Rivers State Ministry of Education should be constantly sponsored by the state government for development programmes such as training in order to increase their efficiency in service delivery. Also, there should be intentional pairing of experienced and less experienced staff by the departmental heads for effective mentoring activities to enhance service delivery.*

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**Keywords:** Human Resources Development, Training, Mentoring, Service Delivery

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### **INTRODUCTION**

Service delivery leads to the development of human resources. Put simply, in order for a country to progress in its endeavors, it is necessary to strengthen and enhance the capabilities of its human resources, ensuring they are both relevant and inventive, in order to provide high-quality and efficient service. Enhancing the growth of human resources is the most effective method for improving service delivery. Pareek, Sharma, Sadana, and Kaur (2013) posited that the idea of human resource development has three distinct meanings. Initially, individuals employed inside a corporation are considered to be a highly valuable asset, indicating the need to allocate time and energy towards their growth and advancement. Furthermore, they possess distinct attributes as human resources. Therefore, they cannot be regarded as tangible assets. This demonstrates the

need of infusing human qualities and values into the management of organizations in order to make them more humane. Furthermore, the phrase "human resource" encompasses not only individual personnel, but also other social realities, units, and activities inside the firm. These factors include the employment position held by an individual inside the company, the relationship between a person and their supervisor, the several teams in which individuals collaborate, the interactions between teams, and the overall structure of the organization. Investing in the development of human resources greatly enhances the efficiency, profitability, and productivity of service delivery of a country or company.

Cole (2000), as referenced by Onah (2015), stated that human resource development, specifically staff development within an organization, refers to any learning activity that is focused on future needs rather than current needs. It emphasizes career growth over immediate performance. The organization's future personnel requirements and the growth needs of people in the workplace are the main areas of attention for development. According to Esu (2017), human resource development refers to the systematic and coordinated process of acquiring information, skills, and attitudes via mentoring, coaching, and training. This development is necessary for individuals to effectively handle certain situations or tasks within an organizational context. Training and mentorship have a strong positive correlation with workers' job performance in every firm. The existence of a correlation between the training, mentorship, and service delivery of workers at the Rivers State Ministry of Education remains uncertain. This research investigates human resource development and service delivery in the Rivers State Ministry of Education, with a specific emphasis on factors related to human resource development, such as training and mentorship.

### **Statement of Problem**

There is a noticeable increase in dissatisfaction with the level of service delivery in the Rivers State Ministry of Education. This is mostly due to a lack of human resource development, which is considered as a significant obstacle to providing high-quality services. This tendency persisted in its opposition to the quality of education in the state. Therefore, an educational system without skilled personnel cannot be seen as a stronghold of optimism. An individual who has not had any formal training will never provide a service of high quality. In addition, government servants as a whole are often seen as indolent due to their lack of promptness in providing services. Researchers have argued that untrained individuals inside an organization may be a hindrance to its progress. This is because they may not possess the necessary knowledge and skills to effectively guide and instruct others, leading to the dissemination of incorrect information.

If staff members are not adequately taught, particularly in the context of the contemporary world, such neglect might pose a significant threat to society. Therefore, an inexperienced employee is incompatible with a company. Therefore, no government can increase its human resources development without prioritizing investment in personnel. Furthermore, many unforeseen events that the educational system faces are directly connected to the lack of competence and negligence in human resource development. The majority of office amenities, such as computers and stationery, often suffer damage due to the workers' lack of experience, incompetence, and insufficient knowledge and skills necessary to use them effectively. The requirement for good

service delivery in the educational sector is a pressing concern for human resource development, given the sector's significance in the growth and development of any country.

Tyagi (1975) in Onah (2015) said that the inadequate performance of public administration in developing nations such as Nigeria is largely attributed to the lack of attention given to staff training and mentorship. According to Ubeku (1975) as referenced in Onah (2015), workers who have not had quantitative training prior to being handed responsibilities lack the requisite confidence to effectively perform their duties. This research aimed to investigate the correlation between human resource development and service delivery in the Rivers State Ministry of Education, building upon the results of Tyagi (1975) and Ubeku (1975) as described in Onah (2015).

### **Aim and Objectives of the Study**

The study examined the relationship between human resource development and service delivery in Rivers State Ministry of Education. Specifically, the study sought to:

1. Ascertain the relationship between training and service delivery in Rivers State Ministry of Education.
2. Determine the relationship between mentoring and service delivery in Rivers State Ministry of Education.

### **Research Questions**

The following research question guided the study.

1. What is the relationship between training and service delivery in Rivers State Ministry of Education?
2. What is the relationship between mentoring and service delivery in Rivers State Ministry of Education?

### **Research Hypothesis**

**H0<sub>1</sub>:** There is no significant the relationship between training and service delivery in Rivers State Ministry of Education.

**H0<sub>2</sub>:** There is no significant the relationship between mentoring and service delivery in Rivers State Ministry of Education.

## **CONCEPTUAL CLARIFICATIONS**

### **Concept of Human Resource Development**

Human resource development (HRD) refers to a set of actions aimed at facilitating behavioral change and providing learning opportunities for workers. The objective of human resource development activities is to enhance the abilities and adaptability of employees to meet the present

and future requirements of the firm (Haslinda, 2009 as referenced in Nicole, 2015). Swanson (2017) argued that human resource development is a systematic process that aims to cultivate and release human knowledge by means of training and development. The primary goal of HRD activities is to get optimal performance (Nicole, 2015). Gibbs (2006) observed that human resource development is a component of management that focuses on facilitating, directing, and organizing activities linked to learning and development. Its purpose is to guarantee that people, teams, and organizations can achieve their targeted performance.

According to Yahiaoui, Anser, and Lahouel (2015), the effectiveness of administration is directly linked to human resources. Therefore, it is crucial for every public institution to enhance and modernize their human resource management in order to improve the efficiency and performance of individuals. According to McGuire (2014), human resource development has the ability to enable the generation of inventive and revolutionary solutions to practical issues, thereby having a transformational impact. Pace, Smith, and Mills (2013) stated that human resource development involves combining individual, career, and organizational development to maximize productivity, quality, opportunities, and satisfaction for members of an organization as they strive to achieve the organization's goals.

Meyer (2012) proposed that human resource development encompasses the many processes, systems, techniques, procedures, and programs that an organization use to enhance the skills and abilities of its personnel, therefore enabling them to make valuable contributions to organizational performance. Human resource development is a tool used to cultivate and enhance the potential of personnel in order to improve service delivery.

### **Concept of Training**

Training is a structured process facilitated by organizations or employers, aimed at enabling individuals to gain new skills, information, and attitudes that result in lasting enhancements to their abilities and behaviors, ultimately leading to improved performance efficiency. Training is a fundamental aspect of human resources development that has been present from the beginning of human existence. In essence, the Public Service Commission (2011) asserts that human resources are cultivated via training, leadership, mentoring, and the performance management development system (PMDS). Collins and Druten (2003) discovered in Boohene's study (2011) that the efficacy of human resource practices, specifically in relation to employees, was examined. Training, as defined by Ivancevich (2007), is a methodical process aimed at modifying employee behavior in order to accomplish organizational objectives. This demonstrates that training is a medium used to enhance workers' expertise, capabilities, knowledge, and proficiency.

### **Concept of Mentoring**

Mentoring is a process where a knowledgeable individual provides guidance and support to someone with less expertise, either in a formal or casual setting. Mentoring involves the use of well chosen and trained personnel to provide direction, practical advice, and supportive contributions that facilitate the learning and development of the individuals assigned to them (Armstrong, 2009). Mentoring involves a mentor guiding and supporting a mentee in enhancing

their knowledge, skills, attitude, competence, confidence, and work disposition for a new or current employment. Mentoring is a professional interaction between an individual who has extensive expertise and another one who lacks experience. Mentoring is a non-hierarchical connection between two individuals, where one person (the mentor) provides guidance and support to the other person (the mentee) throughout a time of transition, with the aim of achieving a mutually agreed upon goal (Kay & Hinds, 2005).

Organizations require mentoring services to adequately prepare new or less experienced employees for their upcoming responsibilities. Functional mentoring programs are valuable in advising employees on creating self-development plans, offering guidance on acquiring essential job skills, and providing coaching in specific areas of expertise. Mentoring necessitates the establishment of a connection that might take on either a formal or informal nature. Achieving excellent service delivery via mentoring necessitates proficient communication (Akani, 2019).

Mentoring involves the use of practices that are both widely recognized and financially beneficial to all parties involved (Akani, 2019). In a similar spirit, Johnson (2002) argued that mentoring does not include just absorbing or repeating established techniques of doing assigned work tasks. Instead, it encompasses coaching, advising, leading, counseling, and modeling. Mentoring is a process that promotes the enhancement of training, in which a knowledgeable staff member (mentor) collaborates with a less experienced staff member (mentee) in a non-judgmental manner to analyze and discuss methods for improving job tasks in order to enhance service delivery. Teachers who engage in mentoring inevitably develop their own skills and knowledge via the act of mentoring others. According to Uche (2006), mentoring is a development approach that establishes a personal connection between workers who have varying levels of professional abilities and experience. The objective of this relationship is to enhance professional job performance and provide direction to those who have less experience or are new to the profession.

### **Concept of Service Delivery**

Service delivery refers to any interaction between the public administration and consumers, citizens, residents, or businesses, in which they request or supply information, manage their affairs, or perform their obligations. The delivery of these services should be efficient, consistent, dependable, and user-oriented (Organisation for Economic Co-operation and Development (OECD), 2022). The widespread use of information and communication technology has led to the recognition of electronic service delivery as a cost-effective method for both customers and governments to save time and money (OECD, 2022). Good service delivery according to OECD (2022) requires that:

- The government acknowledges the need of fostering an administration that prioritizes the needs and interests of its citizens.
- Effective governance is a strategic goal implemented systematically, using many regulatory and operational methods, to guarantee the provision of high-quality public services.
- Public services are guaranteed to be accessible. The foundation of service delivery is rooted on the provision of effective and altruistic service, particularly within the realm of education ministry.

According to Zeithamal and Bitner (2000), by offering excellent service, government entities, ministries, people, and enterprises may achieve satisfactory customer happiness, loyalty, and ultimately, long-term profitability. In a study conducted by Ujo (2018), it was found that during the 2003 elections, former president Obasanjo expressed his strong commitment to enhancing the overall well-being of all Nigerians. Following the aforementioned declaration, a study team from Nigeria was formed with the purpose of visiting the United Kingdom (UK) to examine the methods used by the British government to enhance service delivery inside their own nation. The federal executive council endorsed the development and implementation of a public service delivery program (PSDP) for the Nigerian population based on their research results. Remarkably, even after several years of investigation, individuals from the general population still encountered deficiencies in the provision of high-quality services.

Ravald and Gronroos (2011) revealed that ensuring the provision of high-quality service is a crucial objective for service providers aiming to generate and give value to their clients. According to Parasuraman, Berry, and Zeithamal (2010), service firms must strategically plan and effectively execute the delivery of their services in order to achieve high levels of service quality and generate value for their consumers.

## **THEORETICAL FRAMEWORK**

### **Systems Theory**

The study's theoretical framework was based on system theory, first developed by Ludwig Von Bertalanffy and subsequently applied to Political Analysis by David Easton in his influential book, "A framework for Political Analysis," published in 1953. This research aims to establish a correlation between Systems theory, human resource development, and the educational system in Rivers state. The educational system may be likened to a complex system comprised of several components. An organizational system may be categorized into its constituent parts, the links between these elements, and the function it serves (Meadows & Wright, 2008). The primary objective of a system is the paramount aspect of an organization. The phenomenon becomes apparent via the sequential occurrences across time, as it exposes the interrelationships and linkages in the transmission of information across different components of the system (Meadows & Wright, 2008). The rationale stated above is ascribed to providing high-quality service to the inhabitants with the goal of enhancing their standard of life via the means of education.

Nevertheless, the essential aspect of this research is upon the means by which this service might be conveyed. The Human Resource Department should provide training to its staff in order to ensure high-quality service delivery inside the ministry. The systems theory elucidates the significance of the human resource department as a vital constituent in providing training to its employees, who in turn constitute a crucial element of the business. Furthermore, the general systems theory may be seen as the study of the whole and intricate interplay of components, analogous to the collaboration among different elements of the organization, namely the Ministry of Education in Rivers state, in order to achieve the Ministry's goals. For the Ministry to operate efficiently, it is essential that all components of the Ministry collaborate as a proficient human resource department team. In the absence of collaboration, the absence of a cohesive structure will lead to the downfall of the ministry. To provide high-quality service delivery, it is necessary to



establish an efficient system of communication and feedback between the ministry, workers, and citizens, sometimes referred to as interconnections.

Hence, System Theory is pertinent to this subject since it elucidates that an organization functions as an adaptive system. In order for it to persist, it must adapt to environmental changes and effectively engage with any beneficial and inventive methods to enhance service delivery.

## **METHODOLOGY**

This study used a correlational research technique to establish the relationship between human resource development and service delivery in the Ministry of Education in Rivers State. Nwankwo (2013:65) defines a correlational design as a research approach used to ascertain the presence of a link between two or more variables. This design is appropriate when the data obtained from these variables are measured on a ratio or interval scale, thereby enabling the examination of potential correlations between the scores. The study population included the whole staff of the Rivers State Ministry of Education. A sample size of 150 respondents was chosen randomly from the whole population using the simple random sampling method. The research instrument used in this study is the Human Resource Development Scale (HRDS) and the Service Delivery Scale (SDS). The instruments are partitioned into two halves, designated as A and B. Section A collected demographic data from the participants, while section B gathered information on climate change and the agricultural industry's performance, respectively. The elements of the measure are evaluated using a 4-point Likert scale, which spans from Strongly Agreed (SA) to Strongly Disagreed (SD). The researcher primarily gathered the data for this study, with the aid of two research assistants. Out of the 150 questionnaires distributed to the participants, 137 were collected and were suitable for analysis, resulting in a response rate of 91%. The Cronbach Alpha reliability statistics were used to evaluate the reliability of the two instruments. The reliability coefficients for the Human Resource Development Scale and Service Delivery Scale are 0.88 and 0.82, respectively. The study queries were addressed by examining the amount and direction of the correlation coefficient. The same correlation data were used to assess the related hypotheses at a significance level of 0.05.

## **RESULTS AND ANALYSIS**

The results of the analysed data for the research questions and its corresponding hypothesis are presented on tables.

**Research Question 1:** What is the relationship between training and service delivery in Rivers State Ministry of Education?

**Hypothesis (H<sub>01</sub>):** There is no significant relationship between training and service delivery in Rivers State Ministry of Education.

**Table 1: Pearson Product Moment Correlation (PPMC) Showing the Relationship between Training and Service Delivery in Rivers State Ministry of Education**

|                  |                     | Training | Service Delivery |
|------------------|---------------------|----------|------------------|
| Training         | Pearson Correlation | 1        | .611**           |
|                  | Sig. (2-tailed)     |          | .001             |
|                  | N                   | 137      | 137              |
| Service Delivery | Pearson Correlation | 1        | .611**           |
|                  | Sig. (2-tailed)     |          | .001             |
|                  | N                   | 137      | 137              |

\*. Correlation is significant at the 0.05 level (2-tailed).

**Decision Rule:** 0.90–1.00 = Very Strong, 0.70–0.80 = Strong, 0.50–0.60 = Moderate, 0.30 – 0.40 = Weak, 0.20 (< 0.20) = Very Weak.

The statistics presented in Table 1 indicate a correlation coefficient of 0.61, which addresses research question one. The value is very high and positive, suggesting a robust correlation between training and service delivery at the Rivers State Ministry of Education. Therefore, every endeavor undertaken by the Rivers State Ministry of Education to enhance human resource development via training results in efficient service provision.

The hypothesis test results, as shown in Table 1, indicate that the correlation coefficient (r) of 0.611 is statistically significant at a significance level of  $P < 0.05$ . This is because the computed probability value of 0.001 is lower than the critical probability value of 0.05. Thus, the null hypothesis is refuted. The link between training and service delivery in Rivers State Ministry of Education is substantial.

**Research Question 2:** What is the relationship between mentoring and service delivery in Rivers State Ministry of Education?

**Hypothesis (Ho2):** There is no significant relationship between mentoring and service delivery in Rivers State Ministry of Education.

**Table 2: Pearson Product Moment Correlation (PPMC) showing the Relationship between Mentoring and Service Delivery in Rivers State Ministry of Education**

|                  |                     | Mentoring | Service Delivery |
|------------------|---------------------|-----------|------------------|
| Mentoring        | Pearson Correlation | 1         | .679**           |
|                  | Sig. (2-tailed)     |           | .000             |
|                  | N                   | 137       | 137              |
| Service Delivery | Pearson Correlation | .679**    | 1                |
|                  | Sig. (2-tailed)     | .000      |                  |
|                  | N                   | 137       | 137              |

\*. Correlation is significant at the 0.05 level (2-tailed).



**Decision Rule:** 0.90–1.00 = Very Strong, 0.70–0.80 = Strong, 0.50–0.60 = Moderate, 0.30 – 0.40 = Weak, 0.20 (< 0.20) = Very Weak.

The statistics presented in Table 2 indicate a correlation coefficient of 0.67, which addresses research question one. The value is very high and positive, suggesting a robust and positive correlation between mentorship and service delivery at the Rivers State Ministry of Education. This suggests that implementing a greater number of mentoring activities for newly hired and less experienced staff members of the Rivers State Ministry of Education, as a means of improving the human resources, leads to a significant improvement in service delivery.

The hypothesis test results, as shown in Table 2, indicate that the correlation coefficient ( $r$ ) of 0.679 is statistically significant with a  $p$ -value larger than 0.05. This is because the computed probability value of 0.000 is higher than the critical probability value of 0.05. Thus, the null hypothesis is refuted. The association between mentorship and service delivery in Rivers State Ministry of Education is substantial.

### **Discussion of Finding**

The first discovery of this research indicates a robust correlation between training and service delivery within the Rivers State Ministry of Education. This indicates that any endeavor undertaken by the Rivers State Ministry of Education to enhance human resource development via training results in efficient service provision. This finding aligns with Cole's (2002) assertion that training is a necessary need for effective human resource development in order to improve service delivery in the public service. Civil servants may enhance work performance by participating in essential training and development programs and activities. Training is essential for an employee's current or future success. According to Maclean (2018), there exists a robust and statistically significant correlation between the training of workers and their job performance. In a study conducted by Ekpoh, Imo, Edet, Oswald, Nkama, and Inyang (2013), the researchers examined how staff development programs impact the work performance of secondary school teachers in Uyo Metropolis, Nigeria. Ekpoh, Imo, Edet, Oswald, Nkama, and Inyang conducted a study which revealed that teachers who engaged in staff development programs, such as training, demonstrated higher levels of effectiveness in their job performance compared to those who did not. This effectiveness was evident in their knowledge of subject matter, classroom management, teaching methods, and evaluation of student's work. Similarly, Obadara (2015) investigated the impact of performance incentives, such as training and conferences, on enhancing the productivity of staff in Nigerian Secondary Schools. The results indicated a significant correlation between the performance incentives provided to workers and the subsequent improvement in their performance. Hence, there exists a substantial correlation between training and the provision of services in the Rivers State Ministry of Education.

Furthermore, the study's second finding demonstrates a robust and favorable correlation between mentorship and service delivery within the Rivers State Ministry of Education. Consequently, augmenting mentorship initiatives for recently hired and less seasoned personnel of the Rivers State Ministry of Education, with the aim of enhancing human capital, results in a favorable upsurge in service provision. This finding aligns with Long's (2015) research, which revealed that

mentoring significantly contributes to employee retention and fosters innovation in their respective fields, thus enhancing service delivery. Mentoring involves using professionally acknowledged and lucrative practices to enhance service delivery for both parties (Akani, 2019). In a similar vein, Johnson (2002) argued that mentoring promotes instructional enhancement by involving an experienced staff member (mentor) and a less experienced staff member (mentee) in a collaborative and non-judgmental manner. They work together to analyze and discuss ways to improve job tasks for more effective service delivery. Employees that engage in mentoring others inevitably develop their own skills and knowledge via the mentoring process. According to Uche (2006), mentoring is a development approach that establishes a personal connection between workers of varying levels of professional abilities and experience. The objective of this relationship is to enhance professional job performance and provide direction to those who have less experience or are professionally inexperienced. Therefore, there exists a substantial correlation between mentorship and the provision of services in the Rivers State Ministry of Education.

### **Conclusion**

Based on the results of this study, it was concluded that human resource development mostly in the areas of training and mentoring is significantly indispensable in the actualization of service delivery in Rivers State Ministry of Education.

### **Recommendations**

Based on the results and conclusion of this study, the following recommendations were made:

1. Staff of Rivers State Ministry of Education should be constantly sponsored by the state government for development programmes such as training in order to increase their efficiency in service delivery.
2. There should be intentional pairing of experienced and less experienced staff by the departmental heads for effective mentoring activities to enhance service delivery.
3. Leadership and employees of Ministry of Education should adopt the culture of collective sharing of ideas, experience, knowledge and skill among others.
4. There should be provision of compliant box designated in a strategic places in various units, departments in ministries, this is to enable members of the public drop their complains as a way of receiving feedback on the quality of the services they received from ministry..
5. Attractive incentive package should be made available for employees to enable them perform their task productively.

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